UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Subject</th>
<th>SL. No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anthropology (Honours / General)</td>
<td>29</td>
<td>Mathematics (Honours / General)</td>
</tr>
<tr>
<td>2</td>
<td>Arabic (Honours / General)</td>
<td>30</td>
<td>Microbiology (Honours / General)</td>
</tr>
<tr>
<td>3</td>
<td>Persian (Honours / General)</td>
<td>31</td>
<td>Mol. Biology (General)</td>
</tr>
<tr>
<td>4</td>
<td>Bengali (Honours / General / LCC2 / AECC1)</td>
<td>32</td>
<td>Philosophy (Honours / General)</td>
</tr>
<tr>
<td>5</td>
<td>Bio-Chemistry (Honours / General)</td>
<td>33</td>
<td>Physical Education (General)</td>
</tr>
<tr>
<td>6</td>
<td>Botany (Honours / General)</td>
<td>34</td>
<td>Physics (Honours / General)</td>
</tr>
<tr>
<td>7</td>
<td>Chemistry (Honours / General)</td>
<td>35</td>
<td>Physiology (Honours / General)</td>
</tr>
<tr>
<td>8</td>
<td>Computer Science (Honours / General)</td>
<td>36</td>
<td>Political Science (Honours / General)</td>
</tr>
<tr>
<td>9</td>
<td>Defence Studies (General)</td>
<td>37</td>
<td>Psychology (Honours / General)</td>
</tr>
<tr>
<td>10</td>
<td>Economics (Honours / General)</td>
<td>38</td>
<td>Sanskrit (Honours / General)</td>
</tr>
<tr>
<td>11</td>
<td>Education (Honours / General)</td>
<td>39</td>
<td>Social Science (General)</td>
</tr>
<tr>
<td>12</td>
<td>Electronics (Honours / General)</td>
<td>40</td>
<td>Sociology (Honours / General)</td>
</tr>
<tr>
<td>13</td>
<td>English ((Honours / General / LCC1 / LCC2 / AECC1)</td>
<td>41</td>
<td>Statistics (Honours / General)</td>
</tr>
<tr>
<td>14</td>
<td>Environmental Science (Honours / General)</td>
<td>42</td>
<td>Urdu (Honours / General / LCC2 / AECC1)</td>
</tr>
<tr>
<td>15</td>
<td>Environmental Studies (AECC2)</td>
<td>43</td>
<td>Women Studies (General)</td>
</tr>
<tr>
<td>16</td>
<td>Film Studies ( General)</td>
<td>44</td>
<td>Zoology (Honours / General)</td>
</tr>
<tr>
<td>17</td>
<td>Food Nutrition (Honours / General)</td>
<td>45</td>
<td>Industrial Fish and Fisheries – IFFV (Major)</td>
</tr>
<tr>
<td>18</td>
<td>French (General)</td>
<td>46</td>
<td>Sericulture – SRTV (Major)</td>
</tr>
<tr>
<td>19</td>
<td>Geography (Honours / General)</td>
<td>47</td>
<td>Computer Applications – CMAV (Major)</td>
</tr>
<tr>
<td>20</td>
<td>Geology (Honours / General)</td>
<td>48</td>
<td>Tourism and Travel Management – TTMV (Major)</td>
</tr>
<tr>
<td>21</td>
<td>Hindi (Honours / General / LCC2 / AECC1)</td>
<td>49</td>
<td>Advertising Sales Promotion and Sales Management – ASPV (Major)</td>
</tr>
<tr>
<td>22</td>
<td>History (Honours / General)</td>
<td>50</td>
<td>Communicative English – CMEV (Major)</td>
</tr>
<tr>
<td>23</td>
<td>Islamic History Culture (Honours / General)</td>
<td>51</td>
<td>Clinical Nutrition and Dietetics CNDV (Major)</td>
</tr>
<tr>
<td>24</td>
<td>Home Science Extension Education (General)</td>
<td>52</td>
<td>Bachelor of Business Administration (BBA) (Honours)</td>
</tr>
<tr>
<td>25</td>
<td>House Hold Art (General)</td>
<td>53</td>
<td>Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)</td>
</tr>
<tr>
<td>26</td>
<td>Human Development (Honours / General)</td>
<td>54</td>
<td>Bachelor of Fine Art (B.F.A.) (Honours)</td>
</tr>
<tr>
<td>27</td>
<td>Human Rights (General)</td>
<td>55</td>
<td>B. Music (Honours / General) and Music (General)</td>
</tr>
<tr>
<td>28</td>
<td>Journalism and Mass Communication (Honours / General)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

(Dr. Santinu Paul)
Deputy Registrar
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Paper No.</th>
<th>Title of Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>ANT-A-1-CC-1-Th &amp; P</td>
<td>Introduction to Biological Anthropology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-1-CC-2-Th &amp; P</td>
<td>Introduction to Socio and cultural Anthropology</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>ANT-A-2-CC-3-Th &amp; P</td>
<td>Introduction to Archaeological Anthropology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-2-CC-4-Th &amp; P</td>
<td>Fundamentals of Human Origin and Evolution</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>ANT-A-3-CC-5-Th &amp; P</td>
<td>Ecology and Culture in The Past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-3-CC-6-Th &amp; P</td>
<td>Human Ecology, Biological Basis of growth and Nutrition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-3-CC-7-Th &amp; P</td>
<td>Theories of Culture and Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-4-CC-8-Th &amp; P</td>
<td>Human Genetics and Population Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-4-CC-9-Th &amp; P</td>
<td>Anthropology of India</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-4-CC-10-Th &amp; P</td>
<td>Study of Human Population</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>ANT-A-5-CC-11-Th &amp; P</td>
<td>Anthropology in Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-5-CC-12-Th &amp; P</td>
<td>Research Methods for Practice [1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT-A-6-CC-14-Th &amp; P</td>
<td>Research Methods for Practice [3]</td>
</tr>
</tbody>
</table>
II. Elective Course (Pages 33-46)

<table>
<thead>
<tr>
<th>A. Discipline Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each Semester 5 and 6, one from A and one from B (including Dissertation for 6th Semester) compulsorily. To be chosen from the following</td>
</tr>
</tbody>
</table>

### Semester 5

ANT-A-5-DSE A-1: Public Policy and Anthropology  
**Or**  

And  

ANT-A-5-DSE B-1: Advanced Indian Prehistory  
**Or**  

### Semester 6

ANT-A-6-DSE A-3: Medical Anthropology  
**Or**  
ANT-A-6-DSE A-4: Advanced Forensic Anthropology  

And  

ANT-A-6-DSE B-3: Organisation and Anthropology  
**Or**  
ANT-A-6-DSE B-4: Advanced Indian Protohistory
III. Ability Enhancement Course- AECC  (Pages 47- 53)

Ability Enhancement Elective (Skill Based) or SEC
One each in Semester 3 and 4. To be chosen from the following: A1 and A2 for 3rd Semester B1 and B2 for 4th Semester

ANT-A-3 SEC –A2: Anthropology and Tourism
ANT-A-4-SEC-B1: Anthropology and Development
ANT-A-4-SEC –B 2:Media and Anthropology

Note
1. AECC courses are included in the gradation
2. At least 50 lectures should be allotted for 4 credit theoretical course and 2 credit practical course.
CORE COURSES

ANT-A-CC-1 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY: 1st Semester

ANT-A-1-CC-1-Th.

UNIT I:
(a) Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology
(b) Anthropology in relation to the disciplines of Physical and / or Natural sciences, Social Sciences, Arts and Humanities

UNIT II: Introduction to Biological Anthropology
Anthropology: its definition; definition of biological anthropology --- its areas and applications, history of development, Relationship of biological anthropology with other sciences and allied fields: medical and health sciences, environmental sciences, earth sciences and life sciences, Bio-cultural Approach.

UNIT III: The biological basis of inheritance (I)
Cell – the unit of life
i) Structure and function of animal (eukaryotic) cells with special reference to nucleus, mitochondria and ribosome
ii) The cell cycle: cell division – Mitosis and special reference to meiosis and its significance.
iii) Gametogenesis – spermatogenesis and oogenesis
iv) Fertilization and development of foetus in first, second and third trimesters (a brief outline of the processes)
v) Embryonic stem cell (a brief outline)

UNIT IV: Human Morphology
i) Skeletal morphology: definition and function of skeleton, classification of bones; articulations of bones (sutures and bones)
ii) Cranial osteology: the human cranium – name, number, features and determination of side of the constituent bones
iii) Different views/normas (vertical, frontal, lateral, occipital, and basal views) of skull. [for these ‘views’, only salient features and their evolutionary significance, if any, to be studied].
iv) Post-cranial osteology: vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremity bones – name, number and features.
v) Determination of side of the bones – scapula, clavicle, humerus, radius, ulna, innominate, femur, tibia, fibula.
vi) Human dentition (basic structural features) and dental formula (deciduous and permanent) and evolutionary significance (brief outline)
vii) Identification of age and sex from adult skull and pelvis.
viii) Concepts and facts regarding skeletal modifications as a consequence of evolution; erect bipedalism, grips.
ix) External morphological features of man (Hair, nose and eye) in relation to evolution

ANT-A-1-CC-1– P
Introduction to Biological Anthropology: Practical
Human skeletal morphology
a. Identification of human skull bones: (frontal, parietal, temporal, occipital, maxilla, zygomatic, ethmoid, sphenoid, mandible). Sides to be identified for the paired bones.
b. Identification of human post-cranial bones: Vertebral column (atlas, axis, typical cervical, thoracic, lumber, sacrum), sternum, clavicle, scapula, humerus, radius, ulna, innominate, femur, tibia, fibula. Sides to be identified for the paired bones.
c. Identification of sex from skull and pelvis.
d. Identification of human deciduous and permanent teeth.

Readings

ANT-A-1-CC 2- INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY: 1st Semester

UNIT I: Social and Cultural Anthropology

i. Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology; Social and Cultural Anthropology in relation to other disciplines; Anthropology as Interdisciplinary and multidisciplinary integration

ii. Society: (i) Kinship/status and Contract; (ii) Descent, Exchange and Transaction; (iii) Social Fact (Durkheim), Social Structure (Structural-Functionalism and Structuralism), Social Organisation (Firth and if any other), Institution (Malinowski), Social System (Gluckman and Parsons), Process (Turner) and Social Action (Weber), (iv) Network Society (Castells)

iii. Culture: (i) General and particular, (ii) Set of Assumptions [e.g. Keesing 1974]

UNIT II: Elements of society and Culture
i. Kinship:
   a. Classical Kinship Theories: Evolution, Descent and Alliance [Evolutionist, Structure-Functionalist, Structuralist, neo-evolutionist views]; Types and Terminology of Kinship; Clan, Lineage, Segmentary Lineage System, Phratry and Moiety; Relationship to inheritance, residence rules and other rights and duties
   b. New Kinship Theories [Schneider, Overing, Strathern]


iii. Marriage and Family: Features, Types, Rules, Diversity and Change

iv. Religion: Forms (Animism, Animatism, Manaism, Polytheism, Monotheism, ), Shaman, Totem, Taboo


vi. Law and Political Organisation in Anthropology


ANT-A-1-CC-2-P

Introduction to Social and Cultural Anthropology [Practical]

UNIT I. Units, Arguments and Approaches in Social and Cultural Anthropology

(i) Logic [Introduction and Three principles: Induction, Deduction and Abduction] (ii) Understanding and Interpretation (iii) Essence-Construct (e.g. ethnicity and gender), (iv) Objective (object-like integrated, inherited or learned by enculturation/socialisation), Subjective (active construction of meanings or symbols or Constructivism), and Intersubjective (shared between subjects as construction of meanings), (v) Emic, Etic, Both Emic and Etic (vi) Quantitative, Qualitative and Mixed Methods (vii) Triangulation

UNIT II. Individual/Group Exploration of any phenomenon in everyday context in one or more sites using techniques of fieldwork in Anthropology (minimum 5 days of work)

I. Conversation, empathy, rapport, Chit-chat, Interviews, Observation, Listening, Transcription, Types of Notes and Memos, photographs

II. Interaction with some closely available individuals with focus around the phenomenon chosen

III. Developing a schedule and a set of semi-structured questions around the phenomenon explaining the justifications and using it for quantitative and qualitative information to record
IV. Recording of the information, taking photographs and transcription with notes and memos
V. Reporting the findings using transcribed narratives [handwritten equally permissible] and at least tabular calculation of quantifiable information
VI. Presentation and viva-voce

Readings


Hanoch Dagan and Elizabeth S Scott. 2016. Reinterpreting the Status–Contract Divide The Case of Fiduciaries


ANT-A-2-CC -3 INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY: 2nd Semester

ANT-A-2-CC -3-Th

UNIT I. Basic concepts and a brief history of archaeology, with special emphasis on prehistoric studies
a] Relation between these fields – their aim and scope, interesting fields of research. Relevance of palaeoanthropology and archaeology in anthropology, with special emphasis on prehistory.

b]Outlines of the antiquarian stage, Three Age Paradigm, descriptive phase, New archaeology, post processual archaeology are to be mentioned). The concept of culture in archaeology, social archaeology, economic prehistory.

UNIT II. Methods of studying prehistoric archaeology
Conjunctive approach, Environmental archaeology, Ethno archaeology, Experimental archaeology (One specific example of works done by using these methods should be given).

ANT-A-2-CC -3 – P

Archaeological Anthropology: Practical

a) Tool making technologies to be studied in details
b) Causes of differences in tool typo-technology in Europe and India should be mentioned.
c) Identification of the forms of raw material: Cobble core, flake, flake-blade, true blade, microblade, ground and polished
d) Procedure of drawing tools – 2 core, 2 flake, 2 flake blade, 2 blade, 2 ground and polished tools

References
• Daniel, Glyn E. 1975 *150 Years of archaeology.* London: Duckworth.
• Trigger, Bruce. 1989 *A history of archaeological thought.* Cambridge: Cambridge University Press.

**ANT-A-2-CC-4 FUNDAMENTALS OF HUMAN ORIGIN & EVOLUTION: 2nd Semester**

**ANT-A-2-CC-4-Th**

**UNIT I. The study of Primates**

1) The living primates:
   a) Definition of the order ‘Primates’ (Linnaeus, 1758; Mivart, 1873).
   b) General characters of the order Primates and the ‘evolutionary trends’ (locomotion, diet, dentition, brain, , and behaviour); theory of arboreal adaptation (outline idea).
   c) Classification of the order Primates up to the Family level, after,
      i) Simpson, 1965, and modified by Simons, 1971 (classical gradualistic); ii) Szalay and Delson, 1979 (cladistic approach), Groves et al., 2005
   d) Strepsirrhine, Haplorrhine and anthropoidea: general characteristics and distributions of the families.
   e) The Monkeys: New World Monkeys (Platyrrhines) and Old World Monkeys (Catarrhines) – definitions and distinctive features, distribution, habitat and ecology (as two contrasting groups).
   f) Living anthropoid apes: Asians and African – their comparative morphology and anatomy, distribution, habitat; their comparisons with modern man.
   g) Modes of Primate locomotion with special reference to evolution.
   h) Primate behaviour: brief concepts of the terms - core-area, home range, dominance, grooming, male-female sexual bond, allomothering (with reference to Baboon and Chimpanzee).
2) The Fossil Primates— the background of human evolution:
   i) Oligocene anthropoids with special reference to Apidium, Propliopithecus, and Aegyptopithecus.
   ii) Miocene hominoids: Proconsul-Dryopithecus, Sivapithecus-Ramapithecus, and Gygantopithecus.
   [N.B.- For the above fossil specimens, their chronology, environmental background, distribution, salient anatomical features, and phylogeny to be known as outlines of the whole process of evolution.]
   iii) Outline of the Pongid-Hominid split; major hypothetical lines of primate evolution from Parapithecidae to Australopithecinae. Orrorin tugenesis
   iv) Proto-hominids of Pliocene and Plio-Pleistocene: Australopithecines (Australopithecus afarensis, Ardipithecus ramidus, Australopithecus africanus, Australopithecus boisei and Australopithecus robustus)
      i. Emergence of genus Homo : H. habilis, H. erectus (Java, Peking, and Turkana)
      ii. Emergence of Archaic Homo sapiens : Neanderthal (La-Chapple-aux-saints and Tabun), Narmada Man
      iii. Anatomically modern Homo sapiens: Cro Magnon, Grimaldi, Chancelade
      iv. Anatomically modern Homo sapiens and their dispersal

ANT-A-2-CC-4–P
Fundamentals of Human Origin & Evolution: Practical

UNIT I. Living anthropoid skull
Identification of anthropoid skulls (Gorilla, Chimpanzee, Orang utan and Gibbon). In the absence of original specimen, cast models or appropriate photographs may be utilized in the laboratory

UNIT II. Fossil anthropoid skull
   i. Identification of fossil apes (Parapithecus mandible, Dryopithecus mandibular fragment,). Cast models or appropriate photographs may be utilized.
   ii. Identification of protohominid --- Australopithecus africanus.

UNIT III. Palaeoanthropology
Drawing and identification of fossil hominids. One typical specimen of H. habilis, H. erectus (Java and Peking man), Archaic Home sapiens, Neanderthal (La-Chapple-aux-saints), H. sapiens (Cro Magnon) (Appropriate photographs may be utilised).

Readings

ANT-A-3-CC-5 ECOLOGY AND CULTURE IN THE PAST : 3rd Semester

ANT-A-3-CC-5-Th

UNIT I.
Environment, Biome, Culture: Climatic fluctuations of Pleistocene in Europe, Africa & India— their probable causes. Biome -habitat-culture model after Grahame Clark.

UNIT II
i. Distribution of Cultures in Pleistocene Time
   a. Lower Palaeolithic Culture: – Brief idea about regional variations of Paleolithic cultures of Europe to be given (with special emphasis on Western Europe). South-East Asia: Patjitanian and Zhoukoudien are to be mentioned in brief. Early Stone Age cultures of East Africa (brief outline). Olduvai Gorge and KoobiFora sites are to be studied in details. Laetoli and Hadar are to be mentioned in brief. Sub-Saharan Africa – Transvaal culture (Early Stone Age). Indian Subcontinent – North, Central, West, South and Eastern regional cultures to be highlighted with one type/important site specification. In all these, not only the associated evidences, but also prehistoric cultures of the respective regions are to be generally treated.
   b. Middle Palaeolithic Culture: Europe – Middle Paleolithic cultures (Mousterian Culture). Middle Stone Age culture of Africa (salient features). India- Middle Palaeolithic cultures.
   c. Upper Palaeolithic Culture: Upper Palaeolithic cultures of Europe. Indian subcontinent-Upper Palaeolithic cultures. [Diversifying cultural life in late Pleistocene to be emphasized]

ii. Further Spread of cultures in Holocene times:
Europe – European Mesolithic. (Climatic adaptations & formation of ecological niches to be highlighted– Maglemosean, Tardenoisean, Kitchen Midden Cultures). Mesolithic India (Teri sites, Bagor, Langhnaj, Birbhanpur, Sarai Nahar Rai, Bhimbetka,. Near East – Beginnings of food production – broad spectrum economy to be outlined with special emphasis on Natufian.

**Neolithic**: Era of food production – theories to be mentioned in brief (Childe, Flannery, Braidwood). Importance of Near East in food production to be outlined, with special emphasis on Jarmo, Jericho, Hassuna, Halaf. Basic features of Neolithic in Near East, Europe and South Asia /India. Indian Neolithic: the following sites are to be studied: Burzahom, Deojali Hading, Kuchai, Sanganakallu, Tekkalakota, Budihal

iii. **Earliest Civilizations**: Concept/ features of urbanization: Features of urbanization according to Braidwood and Childe. Mesopotamian and Egyptian civilizations- brief ideas. Harappan civilizations – to be treated in details. Chalcolithic India- classification and characters. Ideas about urban & village settlement in Indian subcontinent. Importance of pottery in Chalcolithic & post Harappan times in India as identifiers of different cultures. Copper Hoard cultures.

**ANT-A-3-CC-5-P**

i. Morphometric analysis Palaeolithic, Mesolithic and Neolithic tools (any two tools from each cultural age). Graph papers must be used for this purpose.

ii. Tools to be identified in terms of cultural periods.

**References**

- Bender, Barbara. *Farming in prehistory*.
- Clark, D. *Prehistoric Europe: the economic basis*.

ANT-A-3-CC-6: HUMAN ECOLOGY, BIOLOGICAL BASIS OF GROWTH AND NUTRITION : 3rd Semester

ANT-A-3-CC-6-Th

UNIT I

Human ecology
Differences between evolutionary ecology, and Biological human ecology, Human Adaptability Programme: definitions of the terms— environment, ecology, stressors, adaptation, adaptability, Gloger’s Rule, homeostasis, acclimatization, human biological responses to heat, cold and altitude (Gloger’s, Allen’s and Bergmann’s rules),

UNIT II

Cultural Anthropology of Ecology
i. Approaches to Ecology and environment with :Examples of tribal/ethnic, Peasant, and urban communities
i. Technology and Livelihood and small-scale economy: anthropological understanding of technology with examples (e.g. foraging/gathering-hunting, horticultural, pastoral economy, agricultural economy)

UNIT III. Human Biology

i) i) Human growth: definitions and brief outlines of the following terms: growth, development and maturation; concepts of major growth curves (Brief Introduction) — Scammon’s, distance, velocity and acceleration; methods of growth study: longitudinal, cross-sectional and mixed cross-sectional; ii) Human nutrition: food, diet, nutrition, and metabolism (definitions only); the basic nutrients—micro-, and macronutrients—their sources and utility; Nutritional disorders: over-, and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man

ANT-A-3-CC-6-P Craniometry and Osteometry

Students should be trained in identifying landmarks on skull, taking the measurements (on at least 3 skulls) following standard methods, using the following instruments: Martin’s sliding calliper, Martin’s spreading calliper, measuring tape, mandibulometer, Martin’s vertical craniophore, Martin’s static goniometer, Mollison’s attachable goniometer, Horizontal needle, spirit level, osteometric board.

UNIT –I

A. Linear measurements on three crania:
i. **Craniometry**
1. Maximum cranial length
2. Maximum cranial breadth
3. Least frontal breadth
4. Maximum bizygomatic breadth
5. Greatest frontal breadth
6. Glabella-inion length
7. Nasion-inion length
8. Nasion-basion length
9. Bi-maxillary breadth
10. Nasal length
11. Nasal breadth
12. Nasion prosthion length
13. Outer bi-orbital diameter
14. Inner bi-orbital diameter
15. Inter orbital breadth
16. Orbital breadth
17. Orbital height
18. Bi-mastoidal breadth
19. Greatest occipital breadth
20. Bi-auricular breadth
21. Maxillo-alveolar length
22. Maxillo-alveolar breadth
23. Length of occipital foramen
24. Breadth of occipital foramen
25. Basillo-bregmatic height
26. Prosthion-basion length
27. Frontal chord
28. Parietal Chord
29. Occipital chord.

**B. Curvilinear or arc measurements on three crania**
Frontal arc
2. Parietal arc
3. Occipital arc
4. Sagittal cranial arc
5. Horizontal circumference.

**C. Measurements on mandible:** (on at least 3 mandibles).
1. Bi-condylar breadth
2. Bi-gonial breadth
3. Length of mandible.

**D. Angular measurements on three crania:**
1. Metopic angle
2. Facial profile angle
3. Nasal profile angle
4. Profile angle of the nasal roof
5. Alveolar profile angle
6. Calvarial base angle
7. Frontal angle of Schwalbe
8. Bregma angle of Schwalbe
9. Lambda angle of Schwalbe.

**UNIT II**

**Osteometry:** (Measurements on long bones)
Students should be trained to take the following measurements on 3 **long bones** of each type (Humerus, radius, ulna, femur, tibia).
1. Maximum length
2. Maximum circumference of the shaft
3. Minimum circumference of the shaft.
4. Diameter (antero-posterior and medio-lateral) of:
   a) The proximal end of the shaft
   b) The distal end of the shaft

**Readings:**

ANT-A-3-CC-7. THEORIES OF CULTURE AND SOCIETY : 3rd Semester

ANT-A-3-CC-7-Th

UNIT I. Anthropological Theories

i. Classical Theories in Anthropology I: a) 19th Century Evolutionism (E. B. Tylor, L. H. Morgan), b) Historical Particularism and Cultural Relativism (Franz Boas), c) Diffusionism (German-Austrian, British School and American School), d) Functionalism (Malinowski), e) Structural Functionalism (Radcliffe-Brown), e) Culture and Personality theories


iii. Critical, Postcolonial, Postmodern and Post-Structural Anthropology (overview)

UNIT II: Anthropological Approaches to

ii. Community (Peasants, Tribal/Ethnic, Religious), Class (Functionalist, Marxist, Weberian), Gender (Functionalist, Constructivist and Feminist),

iii. Material Culture


iv. Power


v. **Religion**

a. The Construction of Religion as an Anthropological Category

b. Studying Religion Anthropologically: Definitions and Theories

Definite Reference/DR:


vi. **Cities**

a. **Origins of Cities and Early Approaches to city**: [Childe, Mumford, Tonnies, Wirth, Redfield, The Chicago School, The Community Study Approach, Interaction (Whyte, Jacobs, Goffman), Anthropology of urban poverty; Network research, Anthropology In/Of the City ] (Ref. Caves, Parker, Hutchison)

b. **The Foundations of Urban Theory**: Weber and Simmel (Definite Reference/DR: Parker)

c. Gentrification; Homelessness; Exclusion/Marginalisation; Ethnicity (Ref. Caves, Parker, Hutchison and Bagchi)

Ref:

Bagchi, S. S. 2014 *Urban Marginalisation in the Third World: Issues and Problems*. Delhi: Inter-India Publications (Ch 1)


ANT-A-3-CC-7-P
UNIT I: Tools of Analyzing Practice of Culture and Society

i. (a) Phenomenology: Code, Category, Theme, (b) Grounded Theory: from sampling analysis through coding, (c) Case Study according to Robert Stake, (d) Focus Group

ii. Techniques of data collection:: Interviews; Observations; Conversation; Documents and/ or texts; Triangulation,

iii. Basic Statistics: Frequency distribution, scales of measurements, variables, sampling

UNIT II: Group/Individual Study of any phenomenon in everyday context with mixed methods or ethnographic approach; each study in one or more real/virtual sites (preferably not more than two, at any convenient space of the student/s and not during regular class hours of the college,) (data collection not below 6 days)

(a) The Options of Data Collection: Conversation, empathy, rapport, unstructured, semi-structured, depth and structured interview, focus group, observation with focus around the issue/s under study

(b) Developing theoretical sensibilities about the data

(c) Developing sets of questions around the phenomenon

(d) Both quantifiable and qualitative data from the field and data from previously worked sources to relate each other.

(e) Recording of the data, Transcription of the data, Use of analysis techniques with notes, photographs

(f) Reporting the findings using transcribed narratives and tabular calculation of quantifiable information

(g) Focus on identification of own experience of stranger-familiar, outsider-insider, explorer-learner, own cultural bias-their cultural bias

(h) Seminar presentation and viva-voce

Readings


de González,Laura Tubelle and Thomas McIlwraith 2017 Perspectives: An Open Invitation to Cultural Anthropology Edited by Nina Brown, American Anthropological Association

Eriksen Thomas Hylland.. 2001. SMALL PLACES, LARGE ISSUES An Introduction to Social and Cultural Anthropology SECOND EDITION


ANT-A-4-CC-8. HUMAN GENETICS AND POPULATION BIOLOGY : 4th Semester

ANT-A-4-CC-8-Th

UNIT I: The genetic material:


ii) The nucleic acids: DNA – the structure: double helix. The genetic code; DNA replication; Structure of RNA (in contrast to DNA), types of RNA: mRNA, tRNA, and rRNA – their functions. Types of DNA in human genome: unique DNA sequences, satellite DNA, repetitive DNA sequences (only basic concepts and significance).
iii) **The Gene**: its structure and organization – introns and exons (Expression of gene – brief outline); definitions and basic structural features of typical human gene (Haemoglobin).

iv) **Chromosomal abnormalities**: Concepts of Ploidy numerical abnormalities with special reference to the etiology and clinical features of Down’s, Turner’s, and Klinefelter’s syndromes; structural abnormalities: brief introduction to translocation, deletion, inversion, duplication, ring-chromosome, and isochromosome.

**UNIT 2: Human Genetics:**

i. **Introduction**: Definition, aims and applications of human genetics and its relevance in anthropology.

ii. **Methods** of human genetics with special reference to family study, twin study.

iii. **Mendelian inheritance**: Mendel’s law and its application to man; modes of inheritance of Mendelian traits in man—autosomal dominant, autosomal recessive; sex-linked inheritance (with reference to common examples)—X-linked dominant and recessive inheritance in man. Sex chromatin and Lyonization.

iv. **Co dominant inheritance**, multiple alleleism, polymorphism

v. **Alteration of Mendelian ratios**: brief introductions to—lethal alleles, incomplete dominance, epistasis, pleiotropy, sex-limited and sex-controlled traits, penetrance and expressivity, genetic heterogeneity, linkage.

vi. **Inheritance of complex traits**: concepts of complex traits, continuous and discontinuous traits, quantitative traits; threshold value; examples of multifactorial and polygenic traits in humans: stature and dermatoglyphics.

**ANT-A-4-CC-8- P**

**Genetics**

Students should be acquainted to undertake the following tests or observations and record the results in the laboratory notebook:

i: **Dermatoglyphics**: candidates should be trained in taking the prints of palm and fingertips of, at least 3 subjects.

a) In case of fingerprints, pattern types should be identified and the Pattern Intensity Index (PII) is to be calculated. In case of palm prints, a, b, c, d, and t triradii identification and estimation of atd angle.

ii: **ABO and Rh (D) Blood groupings**: Students should be taught in determining ABO and Rh (D) Blood groups of at least 5 subjects following standard technique.

iii: **PTC / PTU tasting ability**: Students should be trained to test PTC/PTU tasting ability in at least 10 subjects, following standard technique.

iv: Testing of Colour vision (Colour blindness): Ishihara’s chart (1979) should be used and tests should be demonstrated as suggested. Inference should be recorded on at least 5 subjects.

Readings:


ANT-A-4-CC-9: ANTHROPOLOGY OF INDIA 4th Semester

ANT-A-4-CC-9-Th

UNIT I Contribution in Social and Cultural Anthropology


UNIT II. Contribution to Archaeological Anthropology

i) European Orientalism (17th and 18th Century): Sir William Jones and the creation of Asiatic Society

ii) Classification of Indian Archaeology (Verma, 1997)
   - Period – I (1840 – 1940) Pre Sankalian era
   - Period – II (1940 – 1990) Sankalian era
   - Period – III (1990 onwards) Post Sankalian era


UNIT III. Contribution to Biological Anthropology


ANT-A-4-CC-9-P

UNIT I

Project work on archaeology at present
Visit to nearby locations. Study of any ancient monuments/ buildings/ temple etc (or any ancient features like motifs art, pottery) in urban context. Changing context regarding style, symbol, function, purpose, changing worldview — any work of cultural resource management, salvage archaeology or urban archaeology or industrial archaeology may be undertaken.

UNIT II
Submission of individual report on identification of public spaces [i.e. at least one among club, tea-stall, cafe, temple, mosque, church, market, shops/stores, rowak, park, playground, ward office, any public assembly corner and so on] in a residential neighbourhood, plotting them in the google snapshot or other map, recording responses of at least fifteen [15] un-related separate gendered residents about their knowledge, attitude and practice regarding the identified public places and analytical narration of five major problems of the respondents’ self-identified neighbourhood.

Readings
Gupta D. Social Stratification. Delhi: Oxford University Press. 
Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla) 
Haddon AC. (1929). Races of man. Cambridge University, London. 
Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay 
ANT-A-4-CC-10 STUDY OF HUMAN POPULATION 4th Semester

UNIT I: Population Genetics
i) Definition and concept of population, definition of population genetics, genotype and allele frequencies, calculation of allele frequencies (MN and ABO blood groups); mating systems—random, assortative mating, inbreeding (brief concepts).
ii) The Hardy-Weinberg equilibrium—concepts and applications; the evolutionary forces:
   a. Mutation: definition, causes and types, b. Selection: definition, Darwinian fitness, heterozygote advantage (e.g., Sickle Cell Trait), and c. Migration and gene flow: only basic concept of how these factors change gene frequency, d. Genetic drift: only introduction to the basic concepts.

UNIT II: Human population variation: different approaches of classifying human populations: typological, ecological (local, micro, and geographical), and clinal; definition and concept of the term ‘Race’—historical background; broad racial groups of mankind: general physical features and distribution; Racial criteria (Skin colour, nose, human scalp hair and eye form)

UNIT III: Contribution in Biological Anthropology
i. Racial elements in Indian population
ii. Critical appraisal of contribution of H. H. Risley, B. S. Guha, and S. S. Sarkar towards understanding ethnic distinctness in the Indian populations
iii. Indian population diversity (ABO blood groups)

ANT-A-4-CC-10-P

Anthropometry.
Candidates should be trained in taking the following measurements on at least 3 living subjects, identify the landmarks involved and know about the instruments (Martin’s Caliper sets, Martin’s Anthropometer, Rod compass) used.

i. Measurements on head and face:

ii. Measurements on trunk and limbs:
Hand breadth 11. Foot length 12. Foot breadth (For item nos. 9 - 12, measurements on both sides are to be taken), Body weight.

b. Skinfold measurements: biceps, triceps,
c. Physiological variables: Blood pressure (mercury sphygmomanometer and stethoscope)

iii. Indices:
   b. Students should be trained in working out the values of mean, standard deviation, and standard error of mean, with respect to the values of height vertex and body weight.

Readings:

ANT-A-5-CC-11 ANTHROPOLOGY IN PRACTICE 5th Semester

ANT-A-5-CC-11-Th

UNIT 1
a) Forensic anthropology: principles and concepts of the discipline; evidences in forensic anthropology: serological, skeletal remains and fingerprint
b) Genetic counselling: Definition, aim, method (brief outline), Thalassemia screening
Biosocial anthropology in practice (reproductive Health), Medico-legal application: Personal identification, Paternity exclusion and ascertainment, d. Erythroblustosis foetalis.
d) Nutritional Anthropology: concept, Disorders of Nutrition: malnutrition – under nutrition and over nutrition.
e) Epidemiology

Readings:

UNIT II

i. Approaches to Development and Anthropology
   a. Post-world war II History of Growth and Development
   b. History of Development Anthropology and Anthropology of Development

ii. Applied and Action Anthropology
   a. Malinowski as Applied Anthropologist
   b. Indigenous Knowledge and Applied Anthropology
   c. Historical outline of Applied Anthropology
   d. Challenges of Applied Anthropology in Recent Past
   e. A New Position: Between Theory and Applied Practice
      DR: Theoretical Scholarship and Applied Practice Opportunities and Challenges of Working in the In-between R Sarah Pink, Tom O’Dell and Vaike Fors
   f. Applied and Action Anthropology Together
   g. Action Anthropology: An Introduction

h. In the words of Sol Tax

i. A Case of Action Anthropology

j. Social Impact Assessment within Anthropology and Beyond
http://scholarworks.wmich.edu/masters_theses/1293
Frank Vanclay, Ana Maria Esteves, Ilse Aucamp and Daniel M. Franks (2015), Social Impact Assessment: Guidance for assessing and managing the social impacts of projects, Fargo ND: International Association for Impact Assessment;

iii. Public Anthropology: Discourse and Cases
i) Public Anthropology: Concept, Practices and Debates

ii) Cases of Public Anthropology
Ref: Kohei Inose. 2014. Japanese Society of Cultural Anthropology Special Issue Practicing a Public Anthropology of the East Japan Disaster Public 'Living Anthropology with Uncertainty" and Radioactive Contamination

UNIT III
Archaeology in Practice
Examples of different kinds of works being carried on by the following approaches: Determinism, Processual archaeology: cultural materialism, culturology, functionalism, cultural ecology, structuralism, historical materialism.
Contemporary approaches: critiques of Processual Archaeology; post processual archaeology: poststructuralism, interpretive and symbolic approach and critical theory, Post modernity and its impact in archaeology.

CRM, industrial, urban, ethnoarchaeology, action archaeology and public archaeology.

Cognitive and Symbolic Archaeology. Gender issues in archaeology. Nationalism, Colonialism, and archaeology.

ANT-A-5-CC-11-P

UNIT I: Study of the major government policies and programmes for Rural People with emphasis on the state of West Bengal like land reforms, Kanyashree, Sabooj Sathi, Midday Meal, Nijo Griha, Nijo Bhumi, Jal Dharo Jal Bharo, Sasthya Sathi.

Ref: Government documents, Newspaper writings and academic paper, if available

Group discussion on the major policies and programmes to be transcribed and analysed in terms of historical context, nature, significance, and impact on society and students’ assessments and feelings regarding each project; Submission of the report [preferably as clearly handwritten] and viva-voce

UNIT II: Study of Topographical Maps
1. Understanding the concept of topography
3. Detailed study of the science and symbols used in topographic maps
4. Comparative study of at least four topographic maps showing four topographical zones on the basis of contour patterns like hills, mountains, plateaus, plains, forested areas, river valleys, agricultural lands, settlement patterns, roads, railways, power lines.

References:
- Binford, Lewis R. 2001 In pursuit of the past: decoding the archaeological record. London: Thames and Hudson.

ANT-A-5-CC-12-Th

UNIT I: Research Methodology:
a. The issue with approach, methodology, paradigm, method and technique

b. Based on nature of method and data: Quantitative, Qualitative and Mixed Research

c. Based on Paradigm: Positivist, Post-positivist, Interpretive, Scientific Realist, Critical, Pragmatist and Action/ emancipatory research

d. Focus on two methods: (a) Survey (Coverage, response, measurement, sampling, specification), (b) Ethnographic Approach

e. The particulars of ethnographic research: History of ethnography, participant observation and other types of observation; informant / respondent / participant, key informant, research collaboration, cultural specialist and cultural consultant; Notes [(e.g. Jottings, Field Notes, Personal Notes, Methodology Notes, Theoretical Notes] and memos, recording and writing in the field, documents and photography, transcription); Rhetoric/Styles of writing; Thick descriptions; Thematic Analysis (e.g. Coding, Theme, Comparison, )

f. Participatory Research: Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning and Action (PLA)

UNIT II: Field Archaeology: Site survey and excavation

Ideas of site survey and excavation. Different methods of exploration/site survey. Different methods of excavation (pre-excavation stage, actual phase of digging up, recording of data, collection of different types of data, preservation of data, post excavational analysis and publishing of report; with examples.

UNIT III. The concept of time---dating techniques

i. The concept of chronology, Relevance of dating in archaeology. Absolute & relative methods of dating; physical and chemical methods of dating. Following methods to be briefly discussed (on the following points: Discovery, first use, datable materials, basic principles, formula, precautions, advantages & disadvantages, percentage of error. Specific examples to be cited).

ii. Absolute methods –C14, TL, K/Ar, Dendrochronology, obsidian hydration.

iii. Relative methods-Stratigraphy & river terraces, Typo-technology, FUN estimation

ANT-A-5-CC-12- P

Fieldwork is to be done on any community or group or settlement or problem

i. Selection of the issue/community/problem and site of study in advance;

ii. Every major stage of decision-making about the study needs to be well communicated to the students so that they can explain them both analytically and critically in academic senses. Detailed learning of methodologies [from Module] is preferred to help fieldwork.

iii. The fieldwork (camp-based for at least 10 days excluding journey and not more than 15 days) needs to target analysis of (i) selection of the issue/s for study, (ii) questions and/ or purposes and/ or hypothesis of the study (to be finally reflected in the report) (iii) the justification of both probability and purposive sampling used or not used, (iii) ethical issues in the fieldwork process, (iv) developing contacts and building trust and empathy (uncritical acceptance of what and why the respondents talk and behave; getting as close as possible to the emotional and rational interpretation of the respondents’ behaviour) (v) identifications of both the
culturally rich and divergent respondents with justifications (vi) building of design of the study after few days of fieldwork to follow for the rest of the days of work
iv. Quantitative data and analysis might be based on samples of either or both of probability and purposive sampling. They need to address both population and their issues
v. The major domains of the issues or phenomena need to cover (i) politics, (ii) education, (iii) religion/ideology/worldview, (iv) health, (v) capabilities, marginalisation and empowerment (vi) economic pursuits, (vii) government and non-government development programmes and participation, (viii) social movements, if any and (ix) layout of symbolic spaces of their living.
vii. Reporting and presenting: [Primary calculations with tables and charts, Literature Study, Categories of Common experiences, Categories of personal experiences, feelings and insights about methods and techniques used, gaps in fieldwork, linking between domains of data, e.g. economic with political and religious]
vii. Viva voce

Readings

Bernard, H. Russell (2002). Research Methods in Anthropology: Qualitative and Quantitative Approaches, 3d ed. Walnut Creek, CA: AltaMira Press


de González, Laura Tubelle and Thomas McIlwraith 2017 Perspectives: An Open Invitation to Cultural Anthropology Edited by Nina Brown, American Anthropological Association


UNIT I: Fundamentals of Research in Anthropology

i. Components of research: Research Design, Research hypothesis, Research questions; Objectives and/ or Purpose of Research; Sampling (random and non random); measurement; scaling; questionnaire/schedule construction;

UNIT II: Bio-Statistics

ii. Types of variables, presentation and summarization of data (tabulation and illustration).
iii. Descriptive statistics- Frequency distribution, graphical presentation, Measures of Central Tendency, Measure of Dispersion, Skewness and Kurtosis, Normal distribution

Readings

UNIT III: Ethics and Politics of Research: ethical review of research, theories and concepts related to ethical decision-making; Ethical importance of consent, privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication; Politics of quantitative, qualitative and mixed research

UNIT IV: Analysis and Writing Up

i. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index.
ii. Similarities and differences between qualitative and quantitative data analysis.

ANT-A-6-CC-13-P

Project on the Social Movements of India: a] Tribal (e.g. Santal Movement, Birsa, Tana Bhakat and anyone else); b] Land and Agricultural Reforms (Tebhaga); c] Environmental and anti-displacement (e.g. Bishnoi Movement, Chipko Movement, Silent Valley, Narmada Bachao, Pagladia and Tehri Dam); d] Response to Dispossession of agricultural land (Singur and
Discussion in the class about **any one from each of all the six categories**. Group discussion on each movement to be transcribed and analysed in terms of historical context, nature, scale, course of actions, consequences, impact on society and students’ assessments and feelings regarding each movement; Submission of the report [preferably as clearly handwritten] and viva-voce


**ANT-A-6-CC-14-Th**

**UNIT I. Compulsory Reading of the following texts**


**UNIT II. Compulsory Reading of the following texts**

i. Bronislaw Malinowski, 1922 “The Essentials of Kula”


iii. Franz Boas .1920. The Methods of Ethnology

iv. Marvin Harris. 1966. The Cultural Ecology of India's Sacred Cattle


**UNIT III: Constitution, Public Policy and Programmes: Present Scenario of India**

i. Dalit, SC, ST, OBC, minorities, women, transgender (Constitutional and legal safeguards and reforms), Panchayeti Raj with special reference to West Bengal

**ANT-A-6-CC-14-P**

**UNIT I: Data analysis and Field report of social and cultural anthropology of previous semester**

(a) Use of holism and theory connecting the issues or phenomena needs to be reflected in the report or analysis of the data

(b) The report needs to cover the chapters on at least (i) introducing the study with its justification of the backdrop; how, why and what they studied; questions and/ or purposes and/ or hypothesis of the study; justification of the methodology in brief and arrangement of the report/chapters; (ii) literature review and conceptual framework, (iii) approach and/ or methodology; (iv) chapters of the data analysis (v)
Reflexive and critical account of the senses and sensibilities emergent from the experiences and (vi) conclusion

(c) The report presenting at least the sections (i, iv, v and vi) needs to guarantee/ ensure absence of plagiarism with evidence of software checking.

(d) Seminar presentation and viva voce

UNIT II: Fieldwork on Geomorphology (5 days’ stay excluding journey)*
A) Data are to be collected on the following aspects:
   i. Study of toposheets and topographic maps.
   ii. Study of geomorphology of the chosen area with justifications
   iii. Use of tools----picks, knives, brushes, compass
   iv. Study of natural sections and river terraces/riverine and fluvial actions as applicable
   v. Preparation of a chosen area for gridding.
   vi. Trial excavation by taking test pits (without affecting/destroying any site)
B) Submission of the basis of observation, works conducted and analysis.
C) Evaluation of report and viva voce

*The field work on Geomorphology may be conducted anytime during the period of previous semester
II. DISCIPLINE SPECIFIC ELECTIVE SUBJECTS

FOR 5TH SEMESTER AND 6TH SEMESTER [each semester one has to choose one from A and one from B, thus two courses in each semester]

5th Semester

ANT-A-5-DSE A-1: PUBLIC POLICY AND ANTHROPOLOGY

ANT-A-5-DSE A-1- Th
1. Introduction: a. Meaning of Public Policy; b. Characteristics of Public Policy; c. Types of Public Policy; d. Relationship between Politics and Policy. [egyankosh.ac.in]
3. Public Policy as a Concept and a Field (or Fields) of Study. DR: Smith and Larimer, 1st Ch.
5. Theories of the Policy Cycle. DR: Fischer Et Al. Edited. Chapter 4
6. Critiquing Conventional Wisdom through Anthropological Analyses. DR Wedel et. al. 2005
7. Case Study: DR Wedel et. al. 2005
8. Qualitative Policy Analysis: Interpretation, Meaning, and Content. DR Fischer Et Al. Edited. Chapter 27

ANT-A-5-DSE A-1-P
Readings, Group discussion and Presentation

(i) Politics of public policies in India. DR Blakeslee.
(ii) Emerging Issues and Policy Perspectives in India: Education; Health and Nutrition; Employment and Skills; Social Protection. DR ICSSR and World Bank
(iii) India's Food, Agriculture and Nutrition Policy Today: National policies; State level policies: Cases of Gujarat and Karnataka. DR Sonne
(v) What Public Policy Is and How Policy Questions Are Framed. DR Wedel et. al. 2005
(vi) Public Policy and Governance in India. DR Kumar and Narain
Ref.


Gerald D. Berreman Anthropology, Development and Public Policy' Occasional Paper. in Sociology and Anthropology, Volume. (1_) 3-32

http://web.mnstate.edu/robertsb/445/Why%20an%20anthropology%20of%20public%20policy.pdf

Human Development In India: Emerging. Issuesand Policy Perspectives. Report of A Consultation Held In February 5-6, 2010, New. Delhi, Supported By Indian Council of Social Science Research & The World Bank


OR

ANT-A-5-DSE A-2 Advanced Human Genetics

ANT-A-5-DSE A-2 Th

Unit I

History of Genetics. Paradigms of Human Genetics: Mendelian Genetics
Human genome organisation: Nuclear genome and Mitochondrial genome - gene, DNA and RNA structure and DNA replication, DNA repair and recombination, gene expression, coding and non-coding region

Unit II

Expression of genetic information: from Transcription to Translation – the relationship between genes and protein, transcriptions; transcription and RNA processing, encoding genetic information, decoding the codons: the role of transfer RNAs.
Outline concept of epigenetics in human genetics

Unit III

Cytogenetics: Concept of Karyotype, banding (G banding) and high resolution FISH. Chromosomal aberration: Aneuploidy (Autosomal and sex chromosomal: Down’s syndrome, Patau’s syndrome, Klinefelter’s syndrome, Turner’s Syndrome). Structural aberrations: Translocation, deletion, inversion, duplication, ring chromosome, isochromosome. Concept of point mutation: Family study: Pedigree analysis, concept of dominant, recessive and co dominant inheritance. Penetrance and expressivity; Linkage and Mapping: Genetic Mapping. LOD score. Sex linkage (Dominant and recessive) and sex influenced traits.

Unit IV

Electrophoresis, PCR technology and sequencing (Concept and outline)
Genomic Diversity and Human Evolution
Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; evolutionary genetics; Molecular evolution; DNA sequence variation and human origins

ANT-A-5-DSE A-2-P

The students are desired to prepare a project on any of the 4 units, submit a report after duly forwarded by the supervisor (s).
Readings

ANT-A-5-DSE B- 1: Advanced Indian Prehistory

ANT-A-5-DSE B- 1- Th


vi. The following sites are to be briefly discussed:


vii. Prehistoric Rock Art

viii. An Overview of the Rock Art sites and motifs, particularly of Central India are to be treated in a generalized manner.

A project is to be prepared on any of the above topics and has to be presented through power point in examination.

References


v. Paddayya K. and Sushama G. Deo (Eds.) Recent Advances in Acheulian Culture Studies in India. ISPQS Monograph No.6.


ANT-A-5-DSE- B -2- Th
Unit I
Definition of Demography, Historical Background, aims, scopes and objectives of Demography, various terms in Demography: census, cohort, fertility, fecundity, life expectancy, life table, mortality, migration, marriage distance, parity, population, rates and ratios, sources of demographic data.

Unit II

Unit III
Culture, social systems and anthropological demography, Anthropological Demography and Public Health, Concept of Demographic Transition, Indian demographic scenario.

ANT-A-5-DSE- B -2 - P
A small project work
In this, students should use empirical data from fieldworks / census / registered (SRS/NSS/DHS/NFHS etc.) on any kind of group / community / society / studied institution or from any accessible locality, and analyze or interpret on any anthropological demographic aspects of their life / features which is a good example of interplay between biology and culture, and prepare a small report on the same. The report duly forwarded by teacher should be submitted during practical examination for evaluation.

Readings :
6th Semester

ANT-A-6-DSE- A -3: MEDICAL ANTHROPOLOGY

ANT-A-6-DSE- A -3- Th

Unit – 1
a) Medical Anthropology: Definition and major areas of study; Goals and basic premises
b) Anthropology in Medicine and Anthropology of Medicine
c) Clinical Anthropology and Applied Medical Anthropology
d) Emergence of medical anthropology as a distinct sub-discipline and the current status of the discipline.
Ref:

Unit – 2
a) Medical Anthropology: Major Approaches
Ref:

b) Ethnomedicinal Anthropology: Disease aetiology, disease classification, diagnosis and healing in folk societies; Culture bound syndromes, Traditional Medicine in India
Ref:
iii) Banarjee B G and Ritual J (1988): Folk Illness and Ethno medicine, New Delhi, Northern Book Centre
v) Salil Basu (Ed) (1994): Tribal Health in India, Delhi, Manak Publications

ANT-A-6-DSE- A -3-P
Students will have to read the following articles and will be shown the film. They will prepare a report on Political Economy of Health with special emphasis on organ trafficking in India
Ref:
iii) Film show: Michael Moore’s Sicko.

OR

ANT-A-6-DSE A-4  Advanced Forensic Anthropology

ANT-A-6-DSE A-4- Th

Unit I

Unit II

Unit III
Concept of Hair features in Forensic Anthropology,
Techniques for analyzing hair in forensic anthropology.

**Unit IV**
Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

**ANT-A-6-DSE A-4- P**
1. Recording and Study of Finger and Palm Prints
2. Determination of pattern types, estimation of PII, palmar main line formula, main line index, 3. Collection, cleaning and study of medulla of human scalp hair
4. Development of latent fingerprints using different chemical and powder methods.

**Readings :**


ANT-A-6-DSE- B -3: ORGANISATION AND ANTHROPOLOGY

I. What is Organisation: The changing Images

II. Introducing organization theory
   DR Mary Jo Hatch (2006): Organization theory- modern, symbolic and postmodern perspectives, Oxford University Press. 1st Chapter
   [http://w3.ced.unicz.it/upload/denito/cap%201%20libro%20hatch.pdf]

III. Principles of Organisation

IV. Why and How Anthropology in Organisation

V. Organisational Culture:
   - Concept and the Approaches
   - Cultural Dimensions
   - Cultural Diversity
   - The Culture and the Climate
   - Organisational Culture and Occupational Culture
   - Managing Human Resource

E. A. Reichenbach. 2015. An Empirical Study of Cultural Dimensions and Their Applications
VI. Cross-cultural Organisational behavior and Management
   i. Approaches: Emic and Etic
   ii. Principles
   iii. Levels: Individual and Group


VII. Interpretivist Organizational Ethnography:


VIII. Globalization and Organisation


ANT-A-6-DSE- B -3-P

I. Making the familiar strange and disengaging methods of study: Any everyday set of activities identified by the students

II. Using methods and theory to study work practices in the classrooms or any other work place

III. Identifying lies and forming miscontrual from the field or Ethical issues

IV. At-home ethnography and Struggling with closeness

V. Practice of using two methods [from standard textbooks with references] each for studying organizational behaviour and organizational culture

   Ref. Sierk Ybema, Dvora Yanow., Harry Wels, and Frans Kamsteeg, eds. 2009., Organizational ethnography: Studying the complexities of everyday life,. London:

OR

DSE A-6- DSE B-4: Advanced Indian Protohistory

ANT-A-6-DSE B-4 - Th

Concept of civilization in the context of protohistory

i. Definition and various characteristic features (as per Childe and Braidwood).

ii. Harappan Cultural Tradition: general Framework and chronology:

   a. Pre/Early Harappan cultures of the Indian subcontinent
iii. Mature Harappan

a. Geographical Distribution and Settlement Pattern
b. Public and Private Architecture
c. Trade Hinterland and overseas, trade mechanism, transport facility, craft specialization (pottery types to be studied in details)
d. Harappan script
e. Subsistence of the Harappans- plant and animal diet, agriculture and agriculture system, water management, exploitation of natural resources,
f. Social, Political, Religious and Economic organization

iv. Decline and the Late Harappan

a. Various factors and theories about the Harappan Decline and consequences
b. Late Harappan phase (controversies regarding the terminologies: “Late Harappan” and “post-urban phases”)
c. Harappan legacy

v. Indian Chalcolithic Perspectives

a. Significance of pottery as markers of Chalcolithic or village-farming communities in different regions of India
b. Chalcolithic culture of Western India: Ahar and Ganeshwar Jodhpura
c. Chalcolithic culture of Ganga Plain: OCP and Copper Hoard
d. Chalcolithic cultures with special reference to the sites of Sohagaura,
e. Lahuradewa and Narhan
f. Chalcolithic culture of Central India: Kayatha and Malwa
g. Chalcolithic culture of Deccan: Savalda, Daimabad, Malwa, h. Jorwe and Ramatirtha

vi. Iron Age and Megalithic cultures

b. Painted Grey Ware Culture, Northern Black Polished Ware Culture (significant/type sites should be mentioned)
c. Megalithic Cultures of India(Important and significant sites should be mentioned)

DSE A-6- DSE B-4-P
A project is to be prepared on any of the above topics and has to be presented through power point in examination.

References


v. Paddayya K. and Sushama G. Deo (Eds.) Recent Advances in Acheulian Culture Studies in India. ISPQS Monograph No.6.


II. Ability Enhancement Elective (Skill Based) or SEC


**Credit 2**

**Unit I:** Principles of Epidemiology in Public Health: Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems.

**Unit II:** Statistical Methods for Health Science  
Analysis and interpretation of data including data cleaning, data file construction and management; implementation of analytic strategies appropriate for the type of data, study design and research hypothesis.

**Unit III:** Environmental Health: Effects of biological, chemical, and physical agents in environment on health (water, air, food and land resources); ecological model of population health; policies, and practices associated with environmental health and intended to improve public health

**Unit IV:** Psychological, Behavioural, and Social Issues in Public Health; Cultural, social, behavioural, psychological and economic factors that influence health and illness.

**Readings**
ANT-A-3-SEC –A-2: ANTHROPOLOGY AND TOURISM

I. Introducing the Core: Anthropology, Tourism and Tourists
   1 Anthropology: DR Burns: Part I
   2 Tourism: DR Burns: Part I
   3 Tourists: DR Burns: Part I
   4 Culture: DR Burns: Part I


II. The Paradigms and Approaches to Tourism Research


III. Brief Introduction to Related Concepts and Methods

1. Anti-tourism
2. Authenticity
3. Backpacker
4. Community-based tourism
5. Continuum model
6. Critical tourism studies
7. Culinary tourism
8. Cultural tourism
9. Culture broker
10. Dark tourism
11. Distance decay
12. Drifter
13. Ecotourism
14. Ethnic tourism
15. Gaze
16. Host and guest
17. Imaginary
18. Irritation index
19. Policy and policymaking
20. Safari
21. Sex tourism
22. Slow tourism
23. Smart tourism
24. Tourism Satellite Account
IV. Development and Tourism in Developing Countries


V. Tourism Impacts, Planning and Management

1. What is Impact. **DR → Jafari and Xiao**
2. What is Planning: **DR → Jafari and Xiao**
3. What is Management. **DR → Jafari and Xiao**
4. An introduction to tourism impacts. [with case study]. **DR → Mason. Chap. 3**
5. The Socio-cultural impacts of tourism. [with case study]. **DR → Mason. Chap. 5**
6. Tourism planning and management: concepts and issues. [with case study] . **DR → Mason. Chap 7.**

**Ref:** Mason, Peter. 2003. Tourism Impacts, Planning and Management, Amsterdam: Butterworth.

**DR** Jafar Jafari and Honggen Xiao, eds. 2016. impact In Encyclopedia of Tourism. Cham: Springer International Publishing.

VI. Globalization, Hospitality and Contest

1. Theming and Tourism. **DR → Lew et al. Chapter 16**
2. Whose Tourist-Historic City. **DR → Lew et al. Chapter 17**
3. Indigenous People and Tourism. **DR → Lew et al. Chapter 20**


ANT-A-4-SEC -B-1: ANTHROPOLOGY AND DEVELOPMENT 2

A. What is Development?

I. An Historical outline of Major Understandings

1. The Contentions over the Concept
2. The Geography of Development,
3. Measuring Growth and Development,
4. Debates over Development,
5. The Internationally significant Events till Globalisation since World War

**Suggested reading**


**Chapter**

Early Post-War Theories of Development


**B. Approaches to Development: Brief Introduction**

1. Classical and Neoclassical Economics
   a. Adam Smith: Beginnings
   b. Utilitarianism
2. From Keynesian Economics to Neoliberalism
   a. Keynesian Economics
   b. The Developmental State
   c. Structuralism and Import Substitution
   d. Development Economics
   e. Neoliberalism
   f. World Bank Policy
   g. Benevolent Consensus
   h. Millennium Development Goals
   i. Debt Relief
3. Development as Modernization
   a. Critique of the Modernization Approach
   b. Return of Modernization
4. Nonconventional, Critical Theories of Development
   a. Structural Marxism
   b. Imperialism
   c. Dependency Theory
   d. World Systems Theory
   e. Regulation Theory
5. Poststructuralism, Postcolonialism, and Postdevelopmentalism
a. Postcolonialism
b. Encountering Development
c. Postdevelopmentalism
d. Countercritique

6. Feminist and Development
   a. Major Approaches: Welfare, WID, WAD, GAD, WED

7. Critical Modernism and Democratic Development
   a. Alternatives
   b. Critical Modernism
   c. Democratic Development
   d. Social Movements
   e. Radical Democracy

Suggested reading


C. Anthropology and Development: The Pros and Cons of the Relationship

1. Anthropology in Development → Cardoso
2. The World of Development and Anthropology → Bouju
3. The Uneasy Relationship → Lewis, Gow.
5. Speaking on behalf of ‘those’ Others → Cardoso

Suggested reading


ANT-A-4-SEC -B-2: MEDIA AND ANTHROPOLOGY

I. Communication: Theory, Paradigm and Model
   1. Chicago School & Basic Principles
   2. Social Responsibility
   3. McQuail’s Four Kinds of Theories
   4. Propaganda Theories
   5. Diffusion of Innovation Theory
   6. The Mediation of Social Relations
   7. Political Economy
   8. Agenda Setting
   9. Framing & Spiral of Silence
   10. Reception
   11. Globalization and Media

II. Media Approaches and Themes
   1. Behaviourism and media effects
      a. Lasswell, Cantril, Cultivation theory, Uses and gratifications theory
   2. Modernity and medium
      a. Innis, Benjamin, Williams, Habermas:
   3. Structuralism and semiotics
      a. Encoding/Decoding, ideology and hegemony
      b. The ideology of news
   4. Interactionism and structuration
      a. Self-presentation
      b. No Sense of Place
   5. Structuration

52
a. Feminisms and gender  
b. Radical feminism  
c. The male gaze  
d. Masculinity in crisis  

6. Postmodernity and the information society  
a. Hyperreality and simulation  

7. Consumerism and everyday life  
a. Consumer resistance  
b. De Certeau: everyday tactics  

Ref.  


III. **Media Anthropology**  
1. Media, Mass and Anthropology  
2. The Paradox: Definitions, Actors, Fields, Methods, Strategies and taboo, Case of Illustration  
3. Media Effects Tradition  
4. Themes and problems  
5. Controversies  
6. The Possible Contribution of Anthropology  
7. Examples of use of anthropology in communication  

Ref.  

Osorio, Francisco. 2001. Mass media anthropology. Social Sciences Faculty and Philosophy and Humanities Faculty: University of Chile

<table>
<thead>
<tr>
<th>Part</th>
<th>Semester</th>
<th>Paper</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>CC, AECC, SEC, DSE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | ANT-G-1-CC/GE-1-P | A. Introduction to Biological Anthropology  
B. Introduction to Archaeological Anthropology  
C. Introduction to Social and Cultural Anthropology | 4 |
|      | Biological Anthropology | A. Study of human skeleton  
B. Craniometry | 2 |
| 2    | ANT-G-2-CC/GE-2-P | A. Human Genetics and Population Variation  
B. Ecology and Culture in the Past  
C. Social Cultural Anthropology - I | 4 |
|      | A. Somatology  
B. Genetic tests | | 2 |
| II   | ANT-G-3-CC/GE-3-P | A. Primate Evolution  
B. Archaeological Anthropology - I  
C. Social Cultural Anthropology - II | 4 |
|      | Archaeological Anthropology | Drawing of tools, morphometric analysis, topo sheet analysis | 2 |
|      | Public Health and Epidemiology  
or Anthropology and Development | | 2 |
| 3    | ANT-G-4-CC/GE-4-P | A. Biological Anthropology  
B. Archaeological Anthropology - II  
C. Social Cultural Anthropology - III | 4 |
|      | Social-cultural Anthropology | Field training in Anthropology | 2 |
|      | Anthropology and Tourism  
or Media and Anthropology | | 2 |
<p>| III  | One each in Semester 5 and 6 to be chosen from the following | | |
| 4    | ANT-G-5-DSE-1A-TH | Human Growth and Development | 4 |
|      | ANT-G-5-DSE-1A-P | Project Report on any chosen topic from ANT-G-DSE-1A-TH | 2 |
|      | ANT-G-5-DSE-2A-TH | Contributions to Archaeological Anthropology in India | 4 |
|      | ANT-G-5-DSE-3A-TH | Environment and Anthropology | 4 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Project</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT-G-5-DSE-3A-P</td>
<td>Project Report on any chosen topic from ANT-G-DSE-3A-TH</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT-G-5-SEC-A-(2)-TH</td>
<td>Physiological Anthropology or Medical Anthropology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-DSE-1B-TH</td>
<td>Food and Anthropology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-DSE-1B-P</td>
<td>Project Report on any chosen topic from ANT-G-DSE-1B-TH</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT-G-DSE-2B-TH</td>
<td>Advanced Human Genetics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-DSE-2B-P</td>
<td>Project Report on any chosen topic from ANT-G-DSE-2B-TH</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-DSE-3B-TH</td>
<td>Heritage Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-DSE-3B-P</td>
<td>Project Report on any chosen topic from ANT-G-DSE-3B-TH</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ANT-G-6-SEC-B-(2)</td>
<td>Earliest Evidences of Urbanisation in India or Anthropological Demography</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**II. Elective Course**

**A. Discipline Specific**

One each in Semester 5 and 6 to be chosen from the following

**For Semester 5**
- ANT-G-5-DSE-1A: Human Growth and Development
- ANT-G-5-DSE-2A: Contributions to Archaeological Anthropology in India
- ANT-G-5-DSE-3A: Environment and Anthropology

**For Semester 6**
- ANT-G-6-DSE-1B: Food and Anthropology
- ANT-G-6-DSE-2B: Advanced Human Genetics
- ANT-G-6-DSE-3B: Heritage Management
### III. Ability Enhancement Course

**Ability Enhancement Elective (Skill Based)**
One each in Semester 3, 4, 5 and 6. To be chosen from the following.

#### Semester 3 or 5
For semester 3 or 5 candidate has to choose either from SEC A-1 or SEC-A-2

- **ANT-G-3/5-SEC-A (1):-1** Public Health and Epidemiology
- **ANT-G-3/5-SEC-A (1)-2** Anthropology and Development

- **ANT-G-3/5-SEC-A (2):-5** Physiological Anthropology
- **ANT-G-3/5-SEC-A (2):-6** Medical Anthropology

#### Semester 4 or 6
For semester 3 or 5 candidate has to choose either from SEC B-1 or SEC-B-2

- **ANT-G-4/6-SEC-B (1):-3** Anthropology and Tourism
- **ANT-G-4/6-SEC-B (1)-3-4** Media and Anthropology

- **ANT-G-4/6-SEC-B (2):-7** Earliest Evidences of Urbanisation in India
- **ANT-G-4/6-SEC-B (2)-8** Anthropological Demography

**Note**
1. AEEC courses are included in the gradation
2. At least 50 lectures should be allotted for 4 credit theoretical course and 2 credit practical course.
Semester I:

ANT-G-1-CC/GE -1 -TH

Credit 4

A. INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

UNIT I:
Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology. Anthropology in relation to the disciplines of Physical and / or Natural sciences, Social Sciences, Arts and Humanities.
UNIT II:
I. Definition of Anthropology, aim, scope, branches and applied areas of Biological Anthropology.
II. Morphology of man (External and Skeletal Morphology)
   a. External morphology – Features of man.
   b. Skeletal morphology – Definition and function of human skeleton. Types and definition of the types of bones. Name, number, and position of bones of human skeleton.
   c. Modifications of human skeleton as consequences of evolution- erect posture& bipedal gait.
   d. Human Dentition (Types and salient Features)
   e. Dental Formula (Deciduous and Permanent)

III. Cell : Unit of Life
   i) Structure and function of animal (eukaryotic) cells.

References:

B. INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY

UNIT - I
1. Introduction to archeological anthropology, its relation to anthropology, palaeoanthropology, history, prehistory an historical archeology.
2. A brief history of archeology, mentioning only the stages ofAntiquarianism, Three Age Paradigm, Culture history, Processual and Post-processual archeology.
3. A brief idea of palaeo-environment in high and low latitudes and altitudes.
5. Field techniques—exploration, excavation, data analysis and publication of report.
6. Dating methods—concept and importance of chronology in archeology, absolute and relative methods. Only the following methods are to be briefly outlined: C14, TL, FUN, Archeo-magnetism, K/Ar, stratigraphy and river terraces.
7. Identification and description of stone and bone tools
8. Different tool making technologies.

C. INTRODUCTION TO SOCIAL CULTURAL ANTHROPOLOGY

1. The holistic nature of Anthropology and integration of the anthropological subdisciplines; The Scope and Objective of Social and Cultural Anthropology

2. The Theories: Evolutionism, Historical Particularism; Diffusionism (including Concepts, like universals, diffusion, acculturation), Structural-functionalist, Cultural Materialism, Culture and Personality, Structuralism, Symbolic Anthropology, Cultural Ecology and Political Economy.
CONCEPT OF CULTURE:
Defining culture, features of culture, socialization, culture shock, ethnocentrism, theories of culture (e.g. evolution, diffusion, patterns of culture, cultural configurations, Structure functionalism, cognitive anthropology, cultural ecology), subculture, cultural relativism, functions of culture,
CONCEPT OF SOCIETY
1. Society, group, community, structure, organization, system, institution, process/interaction, Social function, Status, Role, Diaspora, Social network and Social Capital
2. Concept of Tribe: Indian tribes, distribution – geographical
Social organization: Garo, Santal, Chenchu, Toda
SOCIAL STRATIFICATION
Egalitarian societies, rank society (band, tribe, peasant), division of labour, class society, caste society in India, dynamics of caste, racism and inequality,
POLITICAL SYSTEM AND SOCIAL CONTROL
Political organization, types, band, tribe, kinship organization, age-grade organization, chieftain, leadership, social control and conflict resolution, state, law and codified law, functions of law, violence and terror, religion and politics

References:
UNIT-I. Biological Anthropology

A. Study of human skeleton (Original or caste material)
   ii) Vertebra (Atlas. Axis, typical cervical, typical thoracic, lumber, sacrum). Long bones with side determination (Humerus, Radius, Ulna, Femur, Tibia, Fibula), Scapula, Clavicle, Os Innominatum
   iii). Determination of age and sex from skull and pelvis.

B. Craniometry: (on three skulls): Students should know the landmarks, instruments related to it.

References:

Semester 2

ANT-G-2-CC/GE -2 –TH Credit 4

A. HUMAN GENETICS AND POPULATION VARIATION

a. Definition and application of knowledge of genetics.
   b Gametogenesis: Spermatogenesis and Oogenesis, stages and differences.
   c. Normal chromosomal constitution of man. Brief outline of Karyotype and Denver system of human chromosome classification
   d. Basic structure of DNA and RNA With comparison
e. Brief concept of Aneuploidy and Polyploidy; Numerical chromosomal aberration in man; Causes and manifestation (Down‘s Syndrome, Turner’s Syndrome and Klinefelter’s Syndrome).


g. Mendelian Inheritance in Man- autosomal dominant (PTC) autosomal recessive (albinism) sex chromosomal- dominant (Vitamin-D resistance rickets), recessive (colour blindness).

h. Multiple allele and Polymorphic character in man (ABO Blood group system.)

UNIT-II. Peoples / Population of World

a. Concept of Race (Ethnic Group).

b. UNESCO statement of race (1950,1952)

c. Geographical distribution and features of major races/population of mankind (Caucasoid, Negroid and Mongoloid).

d. Racial concept - Garn - geographical, local and micro races.

e. Criteria for population/racial classification: (Skin colour, Scalp hair and ABO blood groups).


g. Human adaptation: Hot, cold, altitude, infectious disease and stress.

References:


B. Ecology and Culture in the Past

UNIT – I Development of prehistoric cultures from the earliest evidences up to the beginning of historical times; on a regional basis – Africa and Europe.

I. Earliest Pleistocene cultures of Africa, and their subsequent development with special emphasis to east Africa Lake Turkana basin (sites – Olduvai Gorge, Omo, Hadar, Laetoli, Koobi-Fora, Olorgesaiле). Only relevant brief sketches are to be given.

II. Earliest Pleistocene cultures of Europe and their subsequent development with special emphasis on western Europe are to be dealt with. The justifications of lower, middle and Upper Palaeolithic, Mesolithic and Neolithic classifications and nomenclatures are to be ratified. Cultures are to be studied in the following format: 3 type sites/ important sites of each cultural stage, the characterizing evidences, dates, general cultural life with growing varieties of
evidences of the prehistoric people up to Neolithic times and linking them with the preceding and succeeding cultural phases as well as the mention of associated fossil finds, if any.

**References:**


C. SOCIAL CULTURAL ANTHROPOLOGY

1. **MARRIAGE AND FAMILY**
   Concept of Marriage, definition. Is marriage universal? Incest taboos, types and variations of marriage systems, regulations of marriage, preferential marriage, marital transactions, dowry and bride price, emerging issues of marriage including same-sex marriages.
   The family, Nuclear family, extended family

2. **MARITAL RESIDENCE, KINSHIP AND ASSOCIATION**
   Patterns of marital residence, kinship, structure of kinship, bilateral kinship, unilateral kinship, Ambilineal systems, classification of kin, kinship terminology, Non kin associations (group based on age, association based on sex)

3. **SOME IMPORTANT AREAS OF ANTHROPOLOGY** (brief notes on the tenets):

**References:**

1. Somatology: Scalp Hair, Nose, Eye (on three subjects)
   a) **Measurement on head and face** (Cephalometry)
         superior facial length, 10. Morphological total facial length.

2. **Measurements on trunk and limbs**
   1. Height vertex, 2. Height tragus, 3. Height acromion, 4. Height radiale, 5. Height styliion,

3. **Genetic tests** (On three subjects): Following standard technique
   (i). ABO and Rh (D) blood group systems
   (ii) Test for colour blindness
   (iii) PTC / PTU tasting ability

4. **Indices**
      (BMI)

References:
   anthropology. Asian Books Pvt. Ltd., New Delhi, India.

Semester 3

**ANT-G-3-CC/GE -3 –TH**  Credit 4

A. **PRIMATE EVOLUTION**

**UNIT – I: THEORIES OF EVOLUTION**
Lamarckism, Darwinism, Synthetic theory

**UNIT -II: Living primates**
a. Definition (Mivart) and general characteristic features of order Primates.
b. Evolutionary trends of the Primates.
c. Classification of the order Primates –G.G. Simpson (1945) and modified by Simons (1972)
   with features and example up to family.
d. Platyrrhine and Catarrhine monkeys- distribution, characteristics and differences. Anthropoid
   apes: Features, classification, distribution, and social behaviour of the anthropoid apes.
f. Skeletal comparison of anthropoid apes with that of man.
UNIT – III: Fossil Primates (chronology, features and phylogeny).

a. Dryopithecus, Sivapithecus, Ramapithecus
b. Earlier hominid-A. afarensis, and A. africanus
c. Emergence of genius Homo- H. habilis, H. erectus, (Java and Peking variety).
d. Emergence of Archaic Homo sapiens- Neanderthal (La chapelle-aux–saints and Tabun)
e. Anatomically Modern Homo sapiens- Cro-Magnon

References:


B. ARCHAEOLOGICAL ANTHROPOLOGY I

Prehistory of India (to be studied on a regional basis).

UNIT – I: A brief history of Indian prehistory.
The classifications and nomenclatures of the prehistoric cultural periods of India. Study of prehistoric cultures from the earliest evidences up to the beginning of historical times on a regional basis.

UNIT – II Palaeolithic India: brief outlines of the following regional cultures –a) north India-a) Sohan river valley, Beas- Banganga river valley; b) Central India-Narmada valley; c) Eastern India- Subarnarekha, Tarafeni, Gandheswari river valleys, Mayurbhanj, Keonjhar; d) South India- Kortalayar river valley; e) Western India- Nevasa

UNIT – III Microlithic cultures of India: brief outlines of the following regional cultures:
a) Eastern India b) Central India c) Western India d) southern India. With reference to teaching the microlithic cultures, focus is to be given more on regional variability and environmental adaptability rather than being site specific. Where ever available, the dates are also to be given.

References:


C. SOCIAL CULTURAL ANTHROPOLOGY II

Political Anthropology: The major theoretical approaches of political anthropology and or anthropology of power and politics; Political processes, such as factionalism, styles of leadership, political rituals. Comparative study of political institutions in simple and complex cultures; race, regional and/or linguistic groups, state/nationhood, religions and ethnicity and (inter-) ethnic relations, social movements.

Anthropology and Contemporary Social Issues: population growth; poverty, inequality and justice; Issues of gender and sexuality; warfare (nuclear, biological, imperial) and peace; terror; marginalization and exclusion; epidemic diseases and disaster; social movements;

Regional Anthropology: South Asia:

a) Religion, functions of religion, animism, animatism, nature worship, Regionalism, nationalism in India.
b) Varna, Jati/caste, caste system in India, Jajmani system, Caste system and inequalities in India.
c) Peasant village: Feature, habitation, economy and changes

References:


ANT-G-3-CC/GE -3 –P

UNIT – I: Archaeological Anthropology

1. A basic idea of flint knapping techniques
2. Understanding the significance of selection of raw materials
3. Identification of forms of raw materials, i.e. core, flake, blade………
4. Learning the procedure of drawing tools in the laboratory.
5. Drawing of core tool, flake tool, blade tool, micro blade and polished tool (Hand axe, cleaver chopper, scraper, point, burin, laurel leaf point, baton-de commandment, harpoon (uni-barbed/ multi-barbed), lunate, adze, celt, ring stone) along with their features, cultural stages, hafting techniques and probable uses.
6. Understanding the development of stone tools in the context through study of their typo - technology.
Drawing on graph paper 2 typical tools from each stages - lower, middle, upper Paleolithic and microlithic.

7. Comparative analyses of these tools both on the bases of their morphological attributes (e.g. shape, no. of primary and secondary flake scars, shapes and depth of the flake scars, amount of retouching, backing, continuity of working edge.) as well as their metric attributes (length, breadth, cross sections, dorsal and ventral view)

Finally trying to mark rough indicators of techno-typological development of stone tools in India by inductive codification from the above analyses.

Study of topo-sheets for understanding the geophysical, political, socio-economic, population density, rural, urban, suburban, developmental and any other relevant information/features of an area.

References:

**Semester 4**

ANT-G-4-CC/GE -4-TH  
A. BIOLOGICAL ANTHROPOLOGY

a. Forensic anthropology: Personal identification from blood groups and skeleton. Paternity diagnosis
b. Genetic counseling: definition, aim and methods. Genetic counseling for autosomal (thalassemia) and X chromosomal (haemophilia) inheritance
c. Birth defects: Teratogens, substance abuse, Alcohol, Smoking, Occupational Hazards

Reference:

Reference:

B. ARCHAEOLOGICAL ANTHROPOLOGY II

UNIT – I. Neolithic cultures of India: brief outlines of the following regional cultures: a) Eastern India b) Central India c) Western India d) Southern India e) Northern India f) North-east India. In dealing with Neolithic India, emphasis is to be given on regional features and variability.

UNIT – II. Earliest Civilizations: Concept/ features of civilization according to Braidwood and Childe. Mesopotamian, Egyptian civilizations- brief ideas. Harappan civilizations – to be studied in details. Chalcolithic India- classification and characters.

C. SOCIAL CULTURAL ANTHROPOLOGY III

Anthropology of Religion
Indigenous Religions: Topics (concepts and / or definition) include myth and ritual, sorcery, witchcraft and divination; animism, animatism, totem and taboo, magic, and shamanism, sacrifice, spirit possession, initiation rituals, witchcraft and other institutionalized principal religions of the World

Backward Communities in India and Development

References:


ANT-G-4-CC/GE -4-P Credit 2

TRAINING IN FIELD WORK

Research Approaches: Overview of Quantitative, Qualitative and Mixed Research, Methodologies and Types of research. Respective Methods and techniques of data
Collection and Modes of Analysis; Types of data; Ethical Issues; Styles of Fieldwork. The students are expected to learn how do they apply them in their training.

The training for the fieldwork (with / without camp life) is to be undertaken on any previously less known / unknown community or group or settlement or network or problem.

Not more than 7 DAYS of fieldwork

The students are expected to reflect on learning from the participation in and guidance of the supervisor/s training them for fieldwork.

The supervisor/s in the setting will help the students making out the issues of research approaches mentioned above.

The report must contain updated and relevant understanding of methodology and its relation with the present work.

There must be references of the relevant works in that area or its related ones.

Suitable and contextually proper presentation of the qualitative and quantitative data are expected in the report.

The report on the methodology, field diary / experience and the concluding chapter are supposed to maintain individuality and meaningful intensity.

The report also must contain the followings:

a. Introduction and field techniques
b. About the region under study
c. Description of the village including layout
d. Population analysis including tables, analysis and diagrams
e. Economic pursuits of the villagers (general description as well as at least one case study of any one economic pursuit) including material culture.
f. Developmental aspects
g. General observation & conclusion

The report needs to contain their learning of —Research Approaches and the applications in their fieldwork.

Semester 5

ANT-G-5-DSE-1A Human Growth and Development  Credit 4

ANT-G-DSE-1A -TH
Introduction to human growth and development. Prenatal growth. Post natal growth. Factors affecting growth. Methods of studying growth: Cross sectional, longitudinal, and mix cross sectional, Growth curves. Human nutrition: food, diet, nutrition and metabolism (definitions only); the basic nutrients - micro and macro nutrients, their sources, and utility, Malnutrition: over and under nutrition.

ANT-G-5-DSE-1A-P  Credit 2
Project/ Report on any chosen topic from ANT-G-DSE-1A -TH
ANT-G-5-DSE-2A  Contribution to Archaeological Anthropology in India

ANT-G-5-DSE-2A  -TH
Classification of Indian Archaeology (Verma, 1997)
Period-I (1840-1940) Pre Sankalia era
Period-II (1940—1990) Sankalia era
Period-III (1990 onwards) Post Sankalia era
Contribution of Meadows Taylor, Robert Bruce Foote, , Sir Martin Wheller, DeTerra and Patterson, H.D. Sankalia.

ANT-G-5-DSE-2A  -P
Project / Report on any chosen topic from ANT-G-DSE-2A  -TH

ANT-G-5-DSE-3A Environment and Anthropology

ANT-G-5-DSE-3A-TH
Credit 4

ANT-G-5-DSE-3A-P
Project / Report on any chosen topic from ANT-G-DSE-3A-TH

Semester 6

ANT-G-6-DSE-1B  Food and Anthropology

ANT-G-6-DSE-1B-TH

What is food?

I. Classic Ethnographies
II. Anthropological Perspectives on Diet
III. Classification of Food
IV. Food and
   a. Eating and Cuisine
   b. Identity
c. Tables and Table Manners

d. Social Change

e. Religion and Rituals

f. Security

g. Globalization

V. Disorders of food and eating

VI. Specific Food Cultures

a. Food Culture: Any Indian Case Study

References:


ANT-G-6-DSE-1B-P

Practical Credit 2
Project/ Report on any chosen topic from ANT-G-DSE-1B-TH

ANT-G-6-DSE-2B Advanced Human Genetics

ANT-G-6-DSE-2B-TH Credit 4

Theory
History of Genetics, Paradigms of Human Genetics; Mendelian genetics, DNA and RNA structure and DNA replication, DNA repair, and recombination, gene expression, coding and non-coding region, Nuclear and Mitochondrial DNA, Expression of protein, transcriptions, transcription (protein synthesis), Outline concept of epigenetics in human genetics, Cytogenetics; concept of karyotype, Banging (G banding) and high resolution FISH. Concept of point mutation; Family study; pedigree analysis, concept of dominant, recessive and co-dominant inheritance, Penetance and expressivity; Sex linkage (Dominant and recessive) and sex influenced traits. Electrophoresis, PCR technology and sequencing (Concept and outline)

ANT-G-6-DSE-2B-P
Practical
Project/ Report on any chosen topic from ANTG-DSE-2B-TH

Credit 2

References:

ANT-G-6-DSE-3B Heritage Management

ANT-G-6-DSE-3B-TH
Theory

Credit 4

Introduction to Heritage: Understanding the meaning of heritage; types of heritage (tangible, intangible and living); defining ‘heritage’ and its ‘value’ and ‘significance’; Classification of cultural assets.


Cultural Heritage Management: Conservation plan, Management plan, Project management, Heritage economics, Risk preparedness, Disaster management, Sustainable conservation, Popularizing archaeology, Community participation.
**Sustainability and Conservation** Ideology behind the use of local material and techniques for conservation, eco-friendly approaches, understanding global issues related to heritage conservation, sustainable conservation.

**Museum Studies** Introduction the notion of a ‘museum’, types of museums, curation, material culture, material conservation, documentation and cataloguing, visitor experience, museum as an educational space.

**References:**

**ANT-G-6-DSE-3B-P**

**Practical**

Project/ Report on any chosen topic from **ANT-G-DSE-3B-TH**
Ability Enhancement Elective (Skill Based)

Semester 3

ANT-G-3-SEC-A (1):

ANT-G-SEC-A (1) - 1-Public health and epidemiology Credit 2

**Unit I:** Principles of Epidemiology in Public Health: Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems.

**Unit II:** Psychological, Behavioural, and Social Issues in Public Health; Cultural, social, behavioural, psychological and economic factors that influence health and illness.

**References:**


Or

ANT-G-3-SEC-A (1)- 2:- ANTHROPOLOGY AND DEVELOPMENT Credit 2

Anthropology and Development: The Pros and Cons of the Relationship

1. Anthropology in Development: Cardoso
2. The World of Development and Anthropology: Bouju
3. The Uneasy Relationship: Lewis, Gow.

5. Speaking on behalf of ‘those’ Others: Cardoso


References:


Semester 4

ANT-G-4-SEC-B (1):

ANT-G-4-SEC-B (1)-3. ANTHROPOLOGY AND TOURISM Credit 2

I. Introducing the Core: Anthropology, Tourism and Tourists

II. Brief Introduction to Related Concepts and Methods

1. Authenticity
2. Community-based tourism
3. Culinary tourism
4. Cultural tourism
5. Culture broker
6. Ecotourism
7. Ethnic tourism
8. Policy and policymaking
9. Safari
10. Sex tourism
III. Development and Tourism in Developing Countries

References:

OR

ANT-G-4-SEC-B (1) - 4.: MEDIA AND ANTHROPOLOGY Credit 2

I. Media Anthropology

1. Media, Mass and Anthropology
2. The Paradox: Definitions, Actors, Fields, Methods, Strategies and taboo, Case of Illustration
3. Media Effects Tradition
4. Themes and problems
5. Controversies
6. The Possible Contribution of Anthropology
7. Examples of use of anthropology in communication

References:

2. Osorio, Francisco. (2001). Mass media anthropology. Social Sciences Faculty and Philosophy and Humanities Faculty: University of Chile
Semester 5

ANT-G-5-SEC-A (2) -5.: Physiological Anthropology

Credit 2

Unit I
Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen- transporting system, blood flow, Hb)

Unit II
Cardio-vascular and respiratory endurance, physical working capacity and physical fitness- evaluation of response and assessment; aerobic and anaerobic exercise training, health related fitness in gender and ethnic group. Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory functions; physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease/disorders.

References:


OR

ANT-G-5-SEC-A (2)-6.: MEDICAL ANTHROPOLOGY

Credit 2

Unit – 1
a) Medical Anthropology: Definition and major areas of study; Goals and basic premises  
b) Anthropology in Medicine and Anthropology of Medicine  
c) Clinical Anthropology and Medical Anthropology  
d) Ethnomedicinal Anthropology: Disease aetiology, disease classification, diagnosis and healing in folk societies; Culture bound syndromes, Traditional Medicine in India

References:  
ix) Banarjee, B. G. and Ritual, J. (1988): Folk Illness and Ethno medicine, New Delhi, Northern Book Centre  
xi) Salil Basu (Ed) (1994): Tribal Health in India, Delhi, Manak Publications  

Semester 6

ANT-G-6-SEC-B (2)-7: Earliest Evidences of Urbanisation in India Credit 2

18. Harappan Cultural Tradition: general Framework and chronology:  

a. Pre/Early Harappan cultures of the Indian subcontinent  

iii. Mature Harappan  

a. Geographical Distribution and Settlement Pattern  
b. Subsistence of the Harappans- plant and animal diet, agriculture and agriculture system, water management, exploitation of natural resources.
c. Social, Political, Religious and Economic organization
iv. Decline and the Late Harappan
d. Various factors and theories about the Harappan Decline and consequences

References:


**OR**

**ANT-G-6-SEC-B (2)-8. Anthropological Demography**

Credit 2


**Readings:**